DOCUMENT RESUME

ED 049 862 RC 005 207

TITLE A Curriculum Guide for Migrant Education.
INSTITUTION Virginia Beach City Public Schools, Va.
PUB DATE 70
NOTE 82p.

EDRS PRICE EDRS Price MF-$0.65 HC-$3.29
DESCRIPTORS *Cultural Differences, *Curriculum Guides, *Elementary Schools, Elementary School Science, Health, *Inservice Teacher Education, Language Development, Mathematics, *Migrant Children, Physical Education, Reading Development, Resource Materials, Social Studies, Summer Programs
IDENTIFIERS *Virginia

ABSTRACT

The 1970 curriculum guide for migrant children was developed by the Virginia Beach School System around a philosophy that exposing the elementary school child to various experiences improves self-concept and enhances the child's growth in social and academic skills, language ability, vocabulary skills, cultural background, and health and nutritional habits. In the document, general and specific objectives are listed. Sections on language arts and developmental reading, social studies, science, mathematics, health, and physical education are presented in chart form, with the following column headings: Needs, Objectives, Learning Experiences, and Materials. A section on inservice programs provides descriptions and purposes of inservice workshops, and a section on evaluation discusses the local summer program for migrant children. (AN)

RC 005207

ED049862

A CURRICULUM GUIDE FOR MIGRANT EDUCATION

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Virginia Beach City Public Schools
Virginia Beach, Virginia
Summer 1970

A Curriculum Guide for the Migrant Child

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A CURRICULUM GUIDE FOR THE EDUCATION OF MIGRANT CHILDREN

MIGRANT EDUCATION PROGRAM
COURT HOUSE ELEMENTARY SCHOOL
VIRGINIA BEACH, VIRGINIA

SUMMER 1970

INTRODUCTION:

In an attempt to provide an educational framework that will bridge the gap that sometimes widens for the migrant child because of his constant mobility, the Virginia Beach School System has adopted the following philosophy:

To expose the child to experiences that will improve his self-concept and aid him in acquiring a feeling of "belonging" to the community in which he suddenly finds himself; to enhance his growth in social and academic skills, language ability, vocabulary skills, cultural experiences, sound health, and nutritional habits.

GENERAL OBJECTIVES:

1. To aid the migrant child in developing a positive self-concept
2. To make him aware of geographical aspects of Virginia Beach other than those with which he is primarily acquainted through field trips
3. To provide an atmosphere that promotes flexibility in the instructional program
4. To broaden his educational and cultural experiences

5. To provide a physical educational program which will instill in him a desire to attain and maintain good physical health and desirable health attitudes

6. To provide pre-service and in-service training for professional personnel to enable them to deal more effectively with the migrant child

7. To improve communication between states of the Eastern Migrant Stream and other home-base states

SPECIFIC OBJECTIVES:

1. To help the child realize through informal teacher-pupil conversation and visitations in the home environment that he is accepted

2. To acquaint the child with the historical heritage of Virginia Beach and with the area government installations

3. To identify academic deficiencies and provide materials on all levels according to ability

4. To provide an opportunity to learn about aesthetic values through art-crafts and musical programs

5. To emphasize physical fitness, good health, responsibility, fair play, congeniality, cooperation, and good health habits

LANGUAGE ARTS AND DEVELOPMENTAL READING

The school's part in language and reading development depends upon the use made of the child's past experiences and the presentation of new experiences as a "launching point" to improve the child's ability to communicate.

NEEDS	OBJECTIVES	LEARNING EXPERIENCES AND MATERIALS	
To communicate with others more effectively by relating personal experiences and stories	To improve his self-image	Views mural of educational pictures	Pictures that Teach, Silver Burdett Co. (Primary Set - 12)
	To extend his experiences and to encourage the sharing of experiences	Chooses favorite picture and gives reason for choice	Cassette/Recorder Cassette Tapes
	To enrich his background	Records voices of discussion (Candid Cassette recorders)	*Scholastic Kindle Filmstrip-Record Who Am I (1) The Joy of Being You (2) People Packages
	To help him modify and improve his informal speech so he can communicate with greater clarity	Views filmstrip and listens to recordings of self-concept	Bulletin Board (Self-Image)
		Takes individual pictures for HERE WE ARE Bulletin Board	Polaroid Camera
		Listens to records	Records, Listening Center, Headphone sets
	To encourage the sharing of interests, ideas, and opinions with his peer group and with the teacher		Bible Stories For Children told by Claude Rairs Songs Children Love to Sing by Kapp
To acquire a larger and more meaningful vocabulary by sharing ideas and interests		Views films and listens to records that provoke interests	*Filmstrips/Viewlex Wonder Tales by Walt Disney Going Places, Going to the Country, Going To The Zoo, Going To The City, Ben and Me,

NEEDS	OBJECTIVES	LEARNING EXPERIENCES AND MATERIALS	
		Discusses likes and dislikes with a partner	The Gold Bug, Casey At The Bat, Brer Rabbit Runs Away
		Exchanges filmstrip, encourages partner to view same film he has viewed	*Scholastic Kindle Filmstrip - Record (3) Nothing Is Something To Do (4) Do You Believe in Wishes
			Poster - How We Listen Teacher Made
	To develop listening skills, particularly courteous attention to any speaker	Works in small groups to gain confidence in being accepted	Let's Sing About the Alphabet (Children's Corner)
		Has the opportunity to talk freely with other individuals	Let's Go To The Farm (Children's Corner)
			Hans Christian Andersen Fairy Tales (Walt Disney Presents)
			Happy Songs For Gloomy Days Frank Luther
			Golden Treasury of Nursery Rhymes - Golden Records
			Dave Brubeck Digs Disney
			Little Golden Books & Records by Sandpiper and the Golden Orchestra
			Carousel Books

NEEDS	OBJECTIVES	LEARNING EXPERIENCES AND MATERIALS	
To acquire new understandings, to clarify old understandings, and to relate them to past experiences	To provide the time, the place and the materials for reading	Individualized activities:	Veronica's Smile - Roger Duvoisin
	To enrich the child's reading experiences with audio-visual aids	Shares books	Black and White - Dahlove Ipcar
	To improve his speaking, listening, and writing vocabulary	Tells why books are interesting	A Train to Spain - Wade Ray
	To improve his reading comprehension, both literal and interpretative	Dictates stories about book covers	Bulletin Board Book Jackets Display
	To develop oral reading skills	Selects books from library	Headphone sets and Sights and Sounds Series - Random House
	To teach the child to use picture and context clues	Compares predicted story with actual story	Book with Tapes - Unit A (1) Day and Night - Roger Duvoisin (2) Our Veronica Goes to Petunia's Farm - Roger Duvoisin (3) Red Ridinghood's Little Lamb - Charlotte Steiner (4) Tico and The Gold Wing - Leo Lionni (5) Wee Willow Whistle - Kay Avery (6) When A Boy Wakes Up In The Morning - Faith McNutty
	To develop word recognition skills		Unit B (1) Animals Do the Strangest Things - Leona & Arthur Hornblow
	To improve speech patterns by listening to records, tapes, and films		

NEEDS	OBJECTIVES	LEARNING EXPERIENCES AND MATERIALS	
			(2) Bright Barn Yard - Dahlov Ipcar (3) Cinderella - Beni Montresor (4) Cindy's Snowdrops - Doris (5) Elsa - Joy Adamso (6) Mary's Marvelous Mouse - Mary Francis Shura (7) Twinkel, The Baby Colt - Lawrence Barrett Unit C (1) Fish Do The Strangest Things Leonora and Arthur Hornblow (2) Frederick - Leo Lionni (3) The Hungry Book - Charlotte Steiner (4) Look At A Gull - Dare Wright (5) The Small Elephant In The World - Alvin Tressault (6) Seven Uncles Come To Dinner - Margorie Auerbach. (7) When Is Tomorrow - Nancy Watson (8) Who's In The Mirror - Phoebe Erickson
To improve attitudes	To provide stories and poetry for developing interest in varied types of reading	Listens to nursery rhymes Works puzzles of rhymes Reviews nursery rhymes and learning of unfamiliar ones	Teaching Pictures Puzzles - Child Guidance Toys (1) Humpty-Dumpty No. 944 (2) Hey Diddle Diddle No.964 (3) Snow White - No. 943 (4) Cinderella - No. 965 (5) Little Boy Blue - No. 940 (6) Mary Had A Little Lamb - No. 941

NEEDS	OBJECTIVES	LEARNING EXPERIENCES AND MATERIALS	
	To improve his vocabulary of descriptive words	Reports	Poems For You - Mary E. Dorsey Puzzles Playskol - Match a Story
		Nonsense rhymes	(1) Busy Bear (2) Happy Happy
		Illustrates favorite stories	
		Dictates stories about poems	Puzzles - teacher made
		Records stories	Teacher - collected and compiled poetry
		Reads favorite poems and other poetry	
		Writes poetry Reads stories	
To grow as a unique individual by expanding his world	To increase knowledge of the community and the services rendered by the local government	Visits Court House Hill, tours the grounds and buildings	Scholastic Kindle (5) All kinds of feeling
		Tours the fire and police stations	(1-4) Review of first four from time to time
		Talks with community workers	Films - The Fireman and The Policeman
To understand the structure of a community and the services of a community	To develop ability to organize materials collected from interviews and observations	Visualizes the work of firemen and policemen	
	To correlate reading and audio-visual materials with the community study	Views films and filmstrips Dramatizes the duties of fireman	Teacher-made charts (1) Class stories (2) Poems

NEEDS	OBJECTIVES	LEARNING EXPERIENCES AND MATERIALS	
		Pantomines the activities of firemen and policemen	(3) Thinking games (4) Stories from Child Life Magazine (cut out and mount) (5) Poems from Child Life Magazine (cut out and mount) (6) Tracing games (find way to fire station)
		Makes a Giant Book about trip Collects and compiles book	(7) Cross-word puzzles (8) Flannel board cutouts
		Dictates story about the trip	*Views - How Clothing Is Made Curious George Rides a Bike
		Recognizes community workers studied	Primary typewritten story
		Goes to department store to shop for clothes	Snapshots of pictures made on trips for story item
	To provide understanding of the training and experiences required for superior job performance	Correlates fiction with facts	Reads billboard, road signs, stores names, captions, etc. on trips
	To provide insight into the importance of work well done	Notes difference when jobs are not done well	Enjoys fellowship of entire school on trip together
		Notes consequences of good and bad work	
		Relates personal experiences of jobs well done	
		Expresses how he feels when he succeeds	

NEEDS	OBJECTIVES	LEARNING EXPERIENCES AND MATERIALS	
		Writes a story about trip. Takes story home. Reads story to relatives and friends	
		Draws picture of himself in outfits bought on shopping spree	
To acquaint himself with basic facts about the fundamental social institution - the family	To help the child understand the differing family group compositions and the varying patterns of living from family to family	Reads stories and poems about different types of families	Films: Eskimo Children Children of Holland Families and History Families and Jobs Families and Learning Families and Recreation Families and Rules Families and Shelter Families and Transportation Families and Weather
	To make him aware of his responsibility as a member of the family	Learns new words about the family	
		Views filmstrips and reads stories about families	
	To develop appreciation of the pleasure of family living, which comes from mutual understanding and mutual enjoyment of every-day happenings	Studies teaching pictures about families	Pictures that Teach-Silver Burdett - Primary Set - 12
		Records stories on tape (compensate for spelling difficulty)	Weston Woods Sound - Filmstrips: (1) Five Chinese Brothers (2) Jenny's Birthday (3) In The Forest (4) Millions of Cats (5) Wyken, Blynken & Nod
	To help him understand the responsibilites of each member of the family	Writes story with teacher's help	
		Brings and shares pictures of family	Teaching Pictures by Alma Gillea
		Makes book about "My Family"	Children Around the World

NEEDS	OBJECTIVES	LEARNING EXPERIENCES AND MATERIALS	
		Makes book about "Me, Myself, and I"	African Folk Tales (1) Singing Drum (2) Magic Drum
		Sees different types of families	Filmstrips - Churchill Series How Do You Feel About Yourself
		Discusses responsibilities of each member of the family	
To be accepted by other members of family	To aid the child in developing a sense of loyalty to the family, a desire to be a member of the family group, and an acceptance of family rules	Collects and compiles pictures of families	How you feel about your family, about your community, and about your school
		Studies families of differing sizes, color, religion, wealth, etc.	Teacher-made games, charts, posters, experience stories of children
		Uses basic skills for word recognition and word study	Filmstrips: (1) Learning Letter Sounds (2) Reading Readiness - consonants - sounds - beginning - medial - final (Primary series) Commercial (3) Word flash cards (4) Phrase flash cards (5) Teacher-made word flash cards
	To help him learn basic information about his home and about the basic needs of the family	Views filmstrip to strengthen areas of weakness	
		Works in small groups (2-3) to improve sight vocabulary and phonics	Records - family listening type children records
		Studies need for food, shelter, and clothing of each family. Builds model home. Cuts out and pastes furniture in	Radio - family programs Television - family program (teacher-made)

NEEDS	OBJECTIVES	LEARNING EXPERIENCES AND MATERIALS
	in proper rooms. Plans a landscape job with cut-outs from books and magazines	Background - mural for home
To know community services important to the well being of the family	Visits the doctor's and dentist's offices to have a physical examination	Views films: (1) The Doctor (2) The Dentist Kit -
		Studies why these are important work
	To make the child aware that he is not unique in having problems	Discusses living where there are no doctors or dentists or other community services
		Reviews booklet Family Works SRA
		Views Eat Well & Grow Well
		Considers advantages of having good health
		Learns telephone number closest to home. Learns address (house number and street or road name) Learns direction home. Makes maps of the route home

Old newspapers

Old magazines

Old catalogues

Old coloring books

Old textbooks

Overhead Projector

Cassette/Recorder

Film - Eat Well & Grow Well
Film - The Doctor
Alexander Learns Good Health
Activity For Oral Language Development - Mary E. Dorsey

(1) Increasing Listening Abilities
(2) Hints on Sharing Books
(3) Directory For Instructional Aids

Teacher-compiled
(1) Listening games (25)
(2) Reading games (25)

Teacher-made house
Room murals for pupil completion

* Materials available from Educational Media Center
Others from Center Library

SOCIAL STUDIES

The objectives of the social studies program are to give each child a better understanding of himself and those he lives with in order to develop responsibleness, open-mindedness, concern for others, cooperativeness, and creativeness.

NEEDS	OBJECTIVES	LEARNING EXPERIENCES AND MATERIALS
To realize that everyone is important	To aid the child in developing a good self-concept	Home tags (something cute) Pin name tags on each child - call child by his name often
	To increase his self confidence	Display name cards for pupils in the room
	To provide him with opportunities for achieving goals successfully	Camera Take picture for each child to put on bulletin board
	To develop leadership ability	Take a group picture
	To assist him in developing respect for himself and for others	Helpers' chart Hang helpers' chart in classroom - select children to be special helpers
	To realize each child has privileges and responsibilities within the class	Mirrors Give opportunities for child to watch himself in mirror. Compliment children on behavior and appearance. Tell each child sometimes, "I Like You," "You're sweet." "I'm glad I know you." Whisper special little things to them. Brown paper (large) Let children trace each other and cut out the outlines Construction paper - Let the child draw a picture of himself and a picture of a friend Tape recorder Let him talk and sing into tape recorder and listen to his own voice Books/stories Little Red Ridinghood The Gingerbread Man Jack and the Beanstalk

NEEDS	OBJECTIVES	LEARNING EXPERIENCES AND MATERIALS
		The Three Bears Thumbelina Poems Everybody Says - My Shadow Filmstrips "The Joy of Being Yourself" series FS 301.42 - "They Need Me" FS 372.21 - "Getting To Know Me" Songs "If You're Happy," "When you Clap, Clap your Hands," "This Old Man," "Monkey-See, Monkey Do" Films F395 - "Beginning Responsibility" F395 - "Kindness to Others"
To live and work in groups To live happily and successfully at school	Learns the necessity of following classroom regulations Helps teacher, classmates and other school helpers Increases in responsibleness Develops self-control through disciplined procedures Learns to respect teacher, classmates, bus driver, cafeteria staff, principal custodian, maids, secretary, librarian Encourages others to follow school regulations	Teach the names of teacher, bus drivers, principal, custodian, etc. Tape name tags of pupils to desk, tape name tag of teacher to desk Have the students practice entering school by correct doors, enter the classroom quietly, and walking in the halls in an orderly fashion Invite bus driver to classroom to talk about "bus manners" Have the students visit the library to talk with the librarian and the lunchroom to talk with cafeteria staff and to see the kitchen

NEEDS	OBJECTIVES	LEARNING EXPERIENCES AND MATERIALS
	Develops conscientious attitude towards keeping school clean	Paper (construction) Have child draw himself with classmates
	Enjoys being a part of the school	Story paper Make a book-"Our School" Write stories about each helper - "Our Principal", "Our Custodian"
		Tagboard Make a list of classroom procedures and post in classroom: We stay in our seats. We listen to our teacher. We raise our hands to speak.
		Borrow tray, straw, milk, plate, napkin, etc. Demonstrate proper lunchroom procedures, dramatize lunchroom habits, activities
		Stop - Go Signs
		Play games using "stop-go signs"
		Finger plays "Sometimes My Hands are Naughty", "Mister Thumb", "Knock at the Door", "One, Two, Buckle My Shoe"
		Have contest choosing best worker for the day - give reward (lollypop)
		Films F395 - "How Quiet Helps at School" F395 - "Kindness to Others" F301.3 - "Our Class Works Together" F372.8 - "Schools and Rules" F372.8 - "Schools and Safety" F372.8 - "We Go To School"

NEEDS	OBJECTIVES	LEARNING EXPERIENCES AND MATERIALS
		Study Prints PI372.8 - "Around the School" Tapes T372.9 - "Let's Meet the Teacher" Sing Songs: "Wheels on the Bus" "When We Go To School"
To realize that people everywhere live together in families	To build the child's understanding of family relationships	Construction paper Have the child draw a picture of his own family
	To create an attitude in the child which makes him want to be a successful or helpful family member	Magazines Cut out pictures of families working and playing together
	To help him understand the role of his parents, brothers, sisters, aunts, etc.	Dolls, baby carriage, play table, mops, clothes for dress up, dishes, wagons, play cars, etc. Let children play house in the play corner of the room
	To make him understand all families differ in size, conditions, color, habits	Figurines of all family members Provide opportunity for free play with these figurines
	To show him that family membership changes from time to time	Story paper Write a book, My Family; include stories such as "My Daddy" and My Mother", and draw picture at top of story page
	To enrich his understanding of animals as family members	Read the following books: Daddies - Cotton Little Family Lenski Are You My Mother? - Eastman

NEEDS	OBJECTIVES	LEARNING EXPERIENCES AND MATERIALS
		My Family - Schlein Daddy Comes Home - Steiner Big Brother - Zolotow Angel Child The Three Bears Three Little Pigs Request child to bring in a baby picture - display on bulletin board Prints PI372. 8 - "Families and Friend" T301.42 - "Who's Who in Your Family" Filmstrips and Tapes FS301.42 - "Robert and His Family" Films F372.8 - "Families and Rules" F372.8 - "Families and Jobs" F372.8 - "Families and Recreation" F372.8 - "Families and Learnings" F301.42 - "What Do Fathers Do?" Filmstrips FS301.42 - "Father Work Series" FS301.42 - "Mother Works Too" FS301.42 - "They Need Me Series" Discuss incidents that happen at home
To know that all families need shelters	**To expose the child to the many kinds of shelters**	Prepare a bulletin board Title, "What Kind of Shelter Do You Have?" Place trailers, tents, houses, apartments, campers, boats on the board

NEEDS	OBJECTIVES	LEARNING EXPERIENCES AND MATERIALS
	To help him appreciate his own kind of shelter	Have child draw a picture of his own home - cut out the picture
	To enrich his understanding of the need for shelters (rest, clothes, food, recreation, protection)	Prepare a chart entitled, "Things I Know About My House" - include house number, street, color of house
	To extend his knowledge to shelters in other countries	Discuss and describe homes people live in Collect pictures of shelters from magazines
	To show him the many kinds of rooms in a shelter (living room, bedroom, kitchen, bathroom, etc.)	Blocks, tinker toys, Lincoln Logs Build shelters with blocks, and other play equipment Tent Set up tent within the room or outside for free play Sleeping bags Let children rest or enjoy a sleeping-bag experience
	To help him determine the kind of shelter he would someday like to own	Build a cage or house for a pet that can visit in the classroom
	To show him that animals live in many kinds of shelters	Discuss activities that go on within the home Draw a picture of his favorite shelter Cardboard boxes Make a playhouse, hang curtains, put down rugs, hang picture Read poems about houses - "The Crooked Man" Dramatize - "The Three Little Pigs"

NEEDS	OBJECTIVES	LEARNING EXPERIENCES AND MATERIALS
	Name some of the 50 states	Visit a trailer park - Visit in other homes
	Locate some of the 50 states	Map: Prepare a giant U. S. Map, let each child write his name in the state where he was born
	Learn the names of other countries	Globe: Place globe in room for children to handle and study
	Know that our nation's chief leaders are the President and Cabinet members	Magazine (news) Let children thumb through magazines, cutting out pictures of leaders of our nation
To know certain basic facts about the United States	Identify people in our nation whom we have chosen to make laws	Pictures: Mount pictures of President Nixon and Cabinet members
To know the names of other major countries	Learn that laws of the nation are made by the people	Make a bulletin board with leaders displayed
	Recognize the American flag Name colors, stars, stripes	Invite a local resource person to discuss the proper display of the flag
	Develop respect for our flag	<u>American flag</u>: Display American flag, teach "Pledge of Allegiance" <u>Teach Poem</u>: "I love my country's flag The red, white and blue To every boy and girl it Says, be good, be kind, be true".
	Develop love for our nation	Talk about our great nation

NEEDS	OBJECTIVES	LEARNING EXPERIENCES AND MATERIALS
	Appreciate living in America	Sing songs: "My Country 'Tis of Thee" "God Bless America" "America" "You're a Grand Old Flag" "This Land is Your Land" Parade around the room to a patriotic march with flag at head of line Show films: F 791.6 - "Let's Have a Parade" Tapes: T372.8 - "Geographic Terms" T372.8 - "Columbus Day" Prints: PI 394.26 - "Holidays - Flags Day" PI 394.26 - "United Nations Day" "Brotherhood Week" PI 910 - "The Earth - Home of People" 372.8 - "Children and the Law"

SCIENCE

INTRODUCTORY-GENERAL PURPOSE

Science experiences in this program give children an opportunity to explore and satisfy their curiosity, to use their imagination, to plan cooperatively, and to learn by doing.

NEEDS	OBJECTIVES	LEARNING EXPERIENCE AND MATERIALS
To learn about their environment	Familiarize children with their earth	Use teaching picture for viewing and discussing. Use globe to point out water and soil(continents and oceans).
	Air Soil Water	Demonstrate that "air is real" by pushing an empty glass straight down into water; tip glass to show air can escape.
	The three states of matter	Observe clouds.
	The causes of changes in matter	Discuss cause of rain.
	The terms <u>melt</u> and <u>freeze</u>	Filmstrips
	The changing of solids into liquids by use of heat	Observe demonstrations of change in the weather cycle from liquid to gas to liquid: 1. Water in kettle to simulate water on earth 2. Boiling of water, causing steam, to simulate clouds or fog 3. Cooling cloud, causing molecules to become heavy and to drop to ground again to simulate rain. Have class-made charts showing three states of matter (solid, liquid, gas). ice (solid) ice melted (liquid) evaporating water (steam) Light match and observe smoke or gas blending freely in the atmosphere.

NEEDS	OBJECTIVES	LEARNING EXPERIENCES AND MATERIALS
		Use two water containers. Keep one at room temperature, the other heated. From which has more H_2O evaporated? Melt ice or paraffin or sugar by heating to change it into liquid.

NEEDS	OBJECTIVES	LEARNING EXPERIENCES AND MATERIALS
	The curvature of the earth's surface	Globe Pictures of earth taken from space craft Have children draw pictures and mold clay models of how they think the earth would look from outer space.
	A comparison of the amount of land and water on earth	Globes Pictures
	Description of air as invisible blanket around earth and demonstration of ways to detect it.	EX. blow up balloon - Feel air being released Blow air through straw in water and note air bubbles. Look outside for signs of air (leaves moving, clouds, moving smoke, etc.).
	Definition of desert as area of land having little or no rainfall	Pictures of deserts Film and filmstrips Have children collect pictures from old magazines Encyclopedia Discuss why few plant grow in desert
	Plant growth	Plant seeds in five different jars, four containing shallow soil, the fifth only H_{20} 1. Deprive 1 jar of H_{20} 2. Deprive 1 jar of air by sealing lid 3. Deprive 1 jar of light (in closet) Observe and compare growth
	Differences in appearances of plants	Field trips around school grounds Have discussion on likenesses and differences of various plants children collected. Filmstrips Pictures showing plants of different sizes Classify on chart as big, medium, large, small, etc.

NEEDS	OBJECTIVES	LEARNING EXPERIENCES AND MATERIALS
	Differences in appearance of animals	Trip to Zoo Zoo Baby Animals (and other library books) Films and Filmstrips Make pictures of animals Observe and discuss finished pictures.
	Rocks	Educational Services, Inc. Filmstrip Records with each filmstrip To learn what fossils are, and what they can tell us about the earth
	Parts of a flower	Playschool Puzzle Putting different flower parts together
	Safety in the home and on the roads	We Read about Fire and How It is Used, Webster, Jr. Science Series Field trip to fire and police stations To observe the scientific ways of extinguishing fires and of communicating with others some distance away.
	Operation of a television	Webster, Jr. Science Series - How Television Works Pictures Field trip to a T.V. station
	Signs of seasonal changes Migration of birds Annuals Perennials Evergreens Winter foods from warmer climates	Teaching pictures Pictures from magazines which students have found and cut out themselves. Make class booklet with pictures of plants for each of the four seasons and with pictures of animals. Make a leaf collection from nearby area Films and filmstrips Encyclopaedia Britannica Films Health Science Filmstrips "A Day of Winter" by Betty Miles, Sights and Sounds Tape recorder and cassette Children draw pictures illustrating the story afterwards.

NEEDS	OBJECTIVES	LEARNING EXPERIENCES AND MATERIALS
	Work-saving advantages of machines	Experiment with moving heavy objects and easier ways of moving them: wheels, ramps, rollers. Teaching pictures showing how people work with machines
	Definition of the term "work".	Making a pulley from a coat hanger and a thread spool (cord) Books Films Filmstrips
	The force of moving air	Make kites and fly them on a windy day. Use pictures showing the results of a wind storm. Share experiences of what has been seen as a result of high winds. Visit a wind mill and discuss the work that it does. #551.5 Wind and What It Does. EMC
	The importance of the sun and its effect on plants and soil	Show what happens to a plant without sunlight. Observe the effect of sunlight on soil deprived of water.
	Scientific explanation of day and night	Demonstrate the relation of the earth by the globe. Simulate sunlight hitting different sections of the earth by using a flashlight as the sun and a globe as the earth. T372.3 Swing Around The Sun-EMC, Wollensak Tape (can also use doll, etc., as the earth)
	Seashore life	Discuss the plants and animals that live in the ocean. Visit tropical fish aquarium. Field trip to Sandbridge Look for seashells F551.4 Sea Shore Life, EMC F594 Sea Adventures of Sandy the Snail, EMC
	Characteristics of frogs (amphibians)	Set up an aquarium in classroom and observe the living habits of fish and frogs.

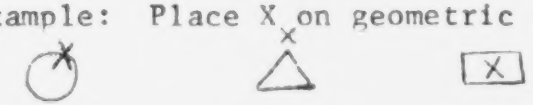
NEEDS	OBJECTIVES	LEARNING EXPERIENCES AND MATERIALS
		F639 A Balanced Aquarium, EMC. F597 The Fish That Nearly Drowned, EMC. F597 Tad, the Frog, EMC Bring frog into classroom and observe how it breathes, what it eats, how it lives and grows Have children make pictures showing how frogs develop from tadpoles.
	Seasonal change and its effect on plants and animals	Discuss temperature changes Teaching Pictures PIS25 Seasons (study prints) EMC Have children draw or find pictures of animals that hibernate in the winter F225 "Winter on the Farm" F525 "Summer on the Farm" F525 "Spring on the Farm" F525 "Spring Brings Changes" F525 "Fall Brings Changes" F525 "The Farm Family in Winter" F525 "Children in Winter" F525 "Children in Summer" F525 "Children in Spring" F525 "Children in Autumn" F633 "Autumn on the Farm" (all above filmstrips available at EMC)
	Plants vs. animals	Students collect pictures from old magazines and classify them as plant or animal. Make a display. Talking pictures Discuss how plants and animals are dependent upon each other
	Parental care of young (animal kingdom)	Collect pictures of animals taking care of their babies. Teaching pictures. Films - F599.7 "Three Little Kittens" F599.8 "Rikki-The Baby Monkey" F598.6 "The Red Hen" 599.3 "Mother Rabbits Family" F599.7 "Mother Deer and her Twins"

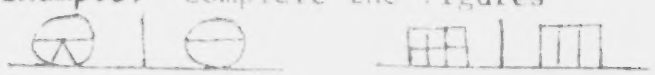
NEEDS	OBJECTIVES	LEARNING EXPERIENCES AND MATERIALS
		Films (cont'd) F599.3 "Grav Squirrel" (available from EMC.)
	Animals beneficial to man	List animals (with pictures) that help man perform his work. (wall chart) Chart showing animals that are used for clothing, food, for pets and entertainment. (T.V., circus, etc.) F599.3 The Beaver. EMC F596. Animals Useful To Man, EMC
	Care of pets	Trips to a pet shop-have shopkeeper demonstrate how the pets are cared for. Have children tell about pets or animals they have cared for. F599 Farm Animals, F636-08 Care of Pets & F599.8 Adventures of Cindy
	Animals not dependent on man for survival	Discuss animals which do not depend on man for survival.
	Food-getting	Discuss what animals eat. GAME: Have a child pretend he is an animal and describe himself to the class, the food he eats, etc. Let the class guess what he is.
	Locomotion of animals	F595 Wonder In Your Own Backyard, EMC (Bring animals into classroom and observe their movements. e.g. caterpillar, earthworm, cricket, etc.) GAME: hold up picture of an animal and see who can tell how it moves. Let children take turns imitating animals' movements and have other class members guess the animal. -Charades-

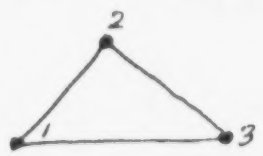
NEEDS	OBJECTIVES	LEARNING EXPERIENCES AND MATERIALS
	Familiarizes himself with a lever and how it makes our work easier.	Demonstrate how levers help move heavy objects. Point out the three main parts of a lever - force, weight, and fulcrum. Bring in can opener, nutcracker, scissors, hammer. Show by picture of see-saw. F621.9 Making Work Easier, EMC (describes plane, wedge, pulley and wheel)
	Learns what friction is	Show that friction is the rubbing together of two surfaces - e.g. wheels on highway when brakes are applied Teaching pictures.
	Understands how inclined planes can aid us in our work.	Make an inclined plane to pull wagon up to another level-(discuss ways that trucks are loaded, etc.) Teaching pictures
	Knows that a wedge and screw are examples of inclined planes	
	Reviews all simple machines	Discuss how machines have affected our lives. Display pictures of various machines and explain how they are used to do different kinds of work. Have class build some simple machines.

MATHEMATICS

The developmental arithmetic approach for the migrant child shall encompass the concepts set forth in reading, writing, and related field trips. The actual learning activities will be designed to help him explore the world around him, find solutions to family problems, and so direct his life towards being a better citizen.

NEEDS	OBJECTIVES	LEARNING EXPERIENCES AND MATERIALS
To develop mathematical awareness	Identify numbers within given sets	Have children cut out pictures classified into sets of pets, toys, food, people, colored objects, etc. Make set booklets from drawings or pictures that children have cut out. Have children identify teacher-made sets.
To recognize geometric shapes	Recognizes geometric shapes	To create pictures and designs from geometric shapes. To produce shapes from the geometric forms kit and to create designs.
To name sets	Names sets of like objects which have been added or removed	Teacher places sets of similar objects on a table for children to study for a few seconds. Children close eyes while teacher removes or adds a set and children then name the set or sets added or removed. Flannel board F-510 Film or discovery geometry Show pictures and ask children the relation of one object to another. The Chimney is on the top of the house. Teacher-made ditto sheets Example: Place X on geometric shape  <u>on</u> the circle <u>over</u> the triangle <u>inside</u> the square

NEEDS	OBJECTIVES	LEARNING EXPERIENCES AND MATERIALS
To make comparisons	Makes comparisons between two or more objects (smaller, larger, fewer, smallest, less, more, greatest, etc.)	Teacher-made games Example: I'm thinking of a number greater than 3, but less than 6. What is the number? Pictures showing objects of different sizes, or sets showing greater than and less than.
To produce patterns	Reproduces patterns	Flannel board Chalk board Teacher-made ditto sheets (for completing patterns) Example: Have children create their own patterns by stringing beads, etc. Show pictures or objects. Have children compare them orally. Have children make their own objects for comparison.
To complete geometric shapes	Recognizes and completes unfinished geometric shapes	Show sets of objects and have children select the one that is different Teacher-made dittos Example: complete the figures 
To discriminate differences and similarities	Recognizes differences and similarities in pictured objects	Example: Which one does not belong? Provide experiences on Flannel board
To match sets	Learns to match sets in 1 to 1 correspondence	Have children study a set, then draw a set to match each object in the one he viewed. Matching sets on flannel board Use children and desks, etc., to match 1 to 1 correspondence. (3 desks to 3 children, etc.)

NEEDS	OBJECTIVES	LEARNING EXPERIENCES AND MATERIALS
	Demonstrates through matching the set that has exactly <u>one</u> more object than another	Have sets on flannel board, etc., showing 1 object in 1 set and 2 in another, etc. Have 5 boys stand up, 6 girls stand. Ask how many more girls there are than boys.
To identify numbers	Identifies numbers	Children put heads down. Teacher taps desk with ruler. (How many taps did children hear?)
To identify sets of 2	Identifies sets of two	Children name sets having 2 members 1. Set of eyes on a person 2. Set of legs on a bird 3. Set of ears on a horse 4. Set of wheels on a bike 5. Set of arms on a child
To complete sets	Completes sets of numbers by adding one to the first number	Example: 6 8 5 7 8 10 Show objects with no cards to match Show 5, books on number card Add one book, what will next number card be?
To increase counting skills	Shows counting skill by connecting dots in number sequence	Example:  Triangle, etc.
	Shows the one-less sequence	7, 5, 4, 2, 5, 3, etc.
		GAME Have child play "IT," give clues and let class guess his number, Example, I came after 7. Who am I?

NEED	OBJECTIVES	LEARNING EXPERIENCES AND MATERIALS
To increase additive skills	Joins the articles in two sets to get the combined results	Pop bottle caps Flannel board Have a child put up a set of 3 objects Have another child put up a set of 4 objects (How many in all?) Teacher places 5 objects in a row. Asks- What place is the vase in? (4th) What place is the pencil in? (1st) etc. Line up children Asks- What place is Tom in? Betty? Number line Calendar- Have children change the date each day or put up next date. (learn numbers through 31) Play store - use cash register Have marked items and play money (buying and selling)
To count money	Uses nickels and dimes to count to one dollar	Have children labeled, "I am 10¢, I am 5¢, etc." Call a group to front of room. Children at desks have to give a coin to match each, until each child sits down.
To make change	Makes change	Hold a pretend auction - Tag items around room (erasers, pencils, crayons, etc.). Children take turns receiving play money and giving customers correct change.
	Places objects inside, outside, and on a closed curve	Let children follow dots to make a closed curve. Teacher-made dittos - Have children follow No. 2 to close the curve. Have them draw a point on the curve, etc. Example: (Did you draw a straight or curved path?)

NEED	OBJECTIVES	LEARNING EXPERIENCES AND MATERIALS
To learn that a straight line is the shortest distance between two points	Finds the shortest path between 2 points	Game maze Read or tell a story about the distance from Mary's house to Betty's. Have the children draw their own paths between the 2 points. They can create stories about a path from one point to another.
To create geometrical designs	Using pegboards to create geometrical designs	Use laces or yarn (toothpicks as pegs) to go around the pegs to make designs.
To construct plane figures	Constructs plane figures	Give each student construction paper, plastic straws, and paste. Have them make a triangle, rectangle, and square and write the number of straws underneath each figure needed to make the figure.
To learn 2 digit numbers	Groups pennies and dimes and gives value of each group in 2-digit numbers To show place numbers	Give children play pennies and dimes. EXAMPLE: 10¢ 10¢ and 1¢ 1¢ 1¢ 1¢ 24¢ is C C c c c c
To tell time	Learns to tell time on the hour	Use clock faces, watches, paper plates for making clocks with movable hands. Have children move hands to the hour that the teacher calls out. Use time tapes.
To count by tens	Counts by tens through 90	Use dimes to count to $1.00 Use bundles of sticks with 10 sticks in each bundle. Use abacus
To write 2-place numbers	Learns to write correctly 2-place numbers	Have children complete the pattern: 11, 12, 13,-,-,16,17,-,19,etc.

NEED	OBJECTIVES	LEARNING EXPERIENCES AND MATERIALS
To solve equations	Solves simple equations by adding to subtracting	Magnetic math board Teacher and pupil made games Academic Games Development Program Inverse Action DO / UNDO Tie shoe / Untie shoe Sit / Stand Add 3 / Subtract 3 Add 7 / Subtract 7 Add 2 / Subtract 3, etc.
	Finds missing numeral in equation	Inflate 5 balloons, Puncture 2. How many remain? 5-2=(?)
To distinquish between and	Distinquishes which is greater or lesser	Spinning Game 4 or 8?
To distinquish between line and line segments	Distinquish between lines and line segments by drawing each	Make one dot on board. Ask a child to draw a line through this point. Ask others to do the same. How many lines can be drawn through a point?
To make numbers fun!	Becomes more familiar with numbers	Encyclopedia Britannica films- There are activities to go with each filmstrip as a follow-up.

THE HEALTH PROGRAM

The objective of the health program is to experience to favorably influence attitudes and practive relating to individual, family, and community health. The teacher of the migrant child should be familiar with the problems of the migrant people and have a sincere interest in their mental, physical, emotional, and social welfare. The teacher should develop close relationships with the children in order to detect health abnormalities.

NEEDS	OBJECTIVES	LEARNING EXPERIENCES AND MATERIALS	
To know that good food is necessary for good health	The child - Develops an awareness of the four basic foods	Pictures of basic foods Magazines from which to tear pictures	Assist children at mealtime to see that they are acquiring good eating habits
A good breakfast A good lunch A good dinner A good snack	Eats a good breakfast, lunch, dinner everyday Is encouraged to try new foods Cuts out pictures of good food Pretends to serve meal in classroom Discusses the food served at each meal, observing four basic foods Makes a menu for each meal	Film: (F 613.2) "Eat Well - Grow Well" "Why Eat Vegetables" Poem: "The Picnic" Study prints: (PI 371.7) Food and Nutrition Story Book: Little Bear: Bread and Jam; Danny the Dinosaur Play dishes	
To know that mealtime is a happy and relaxed yet quiet time To know what good manners are To know that he must wash hands before meals, line up nicely, sit tall at table, and use correct eating implements, talk softly, chew with mouth closed, ask to have things passed, use napkins	The understanding that good manners are necessary to make mealtime happy Discusses table manners (good and bad) Practices good manners at the play table in the classroom	Setting of silverware for four Napkins Tablecloth Scissors, paste, paper	Watch for good table manners Choose boy - girl with best manners

NEEDS	OBJECTIVES	LEARNING EXPERIENCES AND MATERIALS	
	Handles eating implements, napkins, and dishes in classroom	Song: "When We Want To Eat - We Sit Tall"	
	Practices setting a simple table	Tape recorder - tape table conversation	Listen for children who are too loud during mealtime
	Makes place mats	Practice lining each other up	
	Composes and reads	Record voices on cassette recorders, noting which are too loud	
	Waits patiently in line	Draw hands which need to be washed, before dinner	
	Talks in pleasant tones at the table	Chart: Who washed hands? Name of child checks - or gold star for week he did not forget	
	Washes hands before eating	Mirror - chews food while watching himself in mirror	Keep chart with gold stars for those who remember to wash
	Showers daily		Observe showers taken
To know that cleanliness is necessary for good health		Soap, towels, deodorant, powder, wash cloths, shampoo, Q-tips, manicure set	Notice fingernail conditions
	Learns to shower properly		Referral to nurse
To know proper bathing procedures	Shampoos his hair and washes his ears	Fingernail scissors, cuticle scissors, emery boards	
To know how to shampoo his hair			

NEEDS	OBJECTIVES	LEARNING EXPERIENCES AND MATERIALS
To know how to care for nails	Cares for his nails	The child will be assisted by teacher or aide in the shower The child will be reminded to begin washing his face and work down
	Understands that deodorant is necessary	The child will draw himself on construction paper
	Has greater concern for personal appearance	Charts - charts will show child - numbering parts of body in order of what is washed first
	Improves his health and grooming habits	Films - F613 Care of Hair and Nails - Care of Skin - How Billy Keeps Clean
	Adopts attitude, "I like myself"	Study prints PI 371.7 - Health and Cleanliness
	Builds self-assurance	Study prints - Keeping Neat and Clean
To recognize that good grooming plays an important part in self-assurance	Improves general appearance	Tapes - Songs - Health Can Be Fun Child will listen to songs about "Health Can Be Fun" Camera - pictures of individual children displayed on bulletin board Children will sing Monkey Song, Children, Children, Look In The Mirror Books: Being Six - Just Like Me

NEEDS	OBJECTIVES	LEARNING EXPERIENCES AND MATERIALS
To know that good teeth are necessary for good health	Keeps teeth clean and gums healthy	The child will receive a kit: toothbrush, toothpaste, glass
To know the proper care of teeth	Visits the dentist regularly	The child will be assisted in brushing his teeth after every meal
	Knows that teeth have different shapes and uses	The child will discuss a trip to the dentist
	Eats food which is good for teeth	The child will dramatize a trip to the dentist
	Knows that teeth are necessary for eating, speaking, and for a pleasing appearance	Construction paper, scissors, paste. The child will make a happy tooth and a sad tooth
		K613.4 -Dental Care Kit: Filmstrip, toothbrush, model teeth, books The child will practice brushing teeth with large brush and model teeth
		The child will see filmstrip
		Film: "Tommy's Healthy Teeth" F612

PHYSICAL EDUCATION

The physical education program permits pupils to choose from a wide range of activities. The total program is diversified, including, in addition to "monkey-bars", activities to teach the basic motor skills (walking, running, throwing, catching, climbing, and jumping), and to develop body efficiency through good posture, muscular strength, and general physical vigor.

The physical education program attempts to teach children to play and exercise safely, and it also endeavors to build a lasting interest in physical exercises so that children will continue to be active as adults.

NEEDS	OBJECTIVES	LEARNING EXPERIENCES AND MATERIALS	
To kick a soccer ball To trap a soccer ball with the foot To learn to pass, receive, center, and punt a football To learn to chest, bounce, baseball, and overhead pass To dribble, free throw, and underhand shot To play games that provide an adequate intake of fresh air into the lungs to stimulate circulation and supply the body with needed oxygen To learn new stunts To strengthen arm and stomach muscles	To broaden children's physical activities through the teaching of a variety of new games, dances, and stunts	Games Soccer Tag football (boys) Basketball Goal ball Prisoners' base End ball Bat ball Breath hold Balloon blowing Stunts Crab walk Back-to-back push Rooster fight Stepping on toes Sit-ups Human-over-and-under Climb a rope Forward roll cartwheel Chin the bar	Materials Soccer balls Basketballs Utility balls Balloons

NEEDS	OBJECTIVES	LEARNING EXPERIENCES AND MATERIALS	
To learn new dances	To help children develop a sense of rhythm and an appreciation for dances of other countries	Dances Square dance Folk dance Two step Waltz Polka	Materials Records Record Player Tumbling mats Chin-up bar Climbing rope Balance bar Horizontal bar
To run in good form To increase speed and distance to run without falling run and leap over objects	To provide the opportunity for children to acquire motor skill through instruction in techniques	Running Simple relay Rope skip relay Over-Under relay Run 50 yards dash (Record time) Run shuttle run (Record time)	
To develop leg and thigh muscles, strengthen the abdomen, stimulate good posture, and breathe deeply		Jumping Broad jump the distance of 40-50 inches. Run in and jump long rope 8-12 times without missing	(Ropes) (Stop watch)
To jump at least 12-15 inches high. To jump with good balance and rhythm. To jump from a platform 3-5 feet high and land lightly		Kicking Kick a soccer ball 20-30 feet. Kick a rolling ball with either foot Dribble soccer ball Stop soccer ball with foot	
To catch with accuracy large and small balls thrown by another player			

NEEDS	OBJECTIVES	LEARNING EXPERIENCES AND MATERIALS
To catch a softball rebounding from a wall		Catching Keep away Passing the ball Softball 500
To catch a batted softball		
To throw a ball with good form and accuracy	The teaching of children how to develop upper shoulder muscles and outer muscles of the lower and upper arms	Throw a ball and hit a moving target Throw a softball accurately to another person from a distance of 20 feet, 4 out of 5 times Throw a softball overhand with good form and accuracy Throw and catch a junior size football
To learn to bounce a ball		Bouncing Bounce large ball 40-50 times in 20 minutes (Recorded time)
To dribble a basketball		Basketball dribble relay
To bat a properly pitched ball		One-bounce volleyball
To bat volleyball and utility ball with hand		Circle handball

Materials
Junior size footballs

NEEDS	OBJECTIVES	LEARNING EXPERIENCES AND MATERIALS	
		Batting Softball Volleyball Batball	Materials Stop watch Volleyballs Utility Balls Basketballs
	To help children gain sufficient coordination, strength and vitality to meet emergencies as well as requirements of daily life	Running schedule Relays and stunts Lead up skills Games	
To develop emotional stability to meet the stresses and strains of modern life	To assist them in developing emotional skills	Emotional skills Play without quarreling and fighting Follow directions Have respect for school property and equipment Play safely and fairly Learn to accept victory and defeat with proper attitude	Take part in team play Choose and accept partners willingly Form lines and circles quickly Depend less on adults
To improve posture through games and activities To walk properly To sit properly	To assist them in developing good posture, muscle strength, and general physical vigor	Games In and out running	

NEEDS	OBJECTIVES	LEARNING EXPERIENCES AND MATERIALS	
To stand properly		Walking the plank Walking on stilts Book on the head	
To have several posture analyses during the program		Merry-go-round Pail relay	
To create new stunts To know the rules and skill of games	To increase children's interest in physical activities through providing the opportunity for them to practice games, dances and stunts which they know and enjoy	Stunts Have a stunt day when each child has a chance to show off his original stunt	Material Mats Rock'N Roll Records Record Player
To know steps to several dances		Dances Allow students to have a sock hop when they can bring records of their own and do popular dances	
To participate in everyday exercises	To provide children with the maximum opportunity to participate in vigorous physical activities	Exercises Jumping Jill Woodchopper Jump and Touch Rocking Chair	Basketballs Utility balls
To build coordination To learn to contribute the most possible to the group during group competion games		Coordinator	

NEEDS	OBJECTIVES	LEARNING EXPERIENCES AND MATERIALS	
			Softball bats Softballs Softball bases Softball-T
	To promote team work and fair play	Group competition games	
To be aware of progress being made	To build a lasting interest in physical exercises so that children will continue to be active as adults	Keep an action poster to record progress	Materials Poster paper Aware ribbons
		Physical fitness report cards	
To take an active part in field day events		Have a track and field day when children can compete for prizes	
Walk successfully a low ledge, low ridge, or balance beam	To make the learning of locomotor movements enjoyable by changing the timing, intensity or direction	Walking, taking hikes, going shopping, (walking from one department to another)	Materials Balance beam Bean bag
To learn to walk: Fast or slow In place Forward Sideways Backward or Turning		Taking field trips	
		Walking relay	
.Light .Tiptoe .Dignified .heavy		Marching to music	
		Walking the balance beam	

NEEDS	OBJECTIVES	LEARNING EXPERIENCES AND MATERIALS
		Games: Dog and bone (player must creep or tiptoe) Old Mother Witch Source: Games for the Elementary School Grades Burges Publishing Co. 426 S. Sixth St. Minneapolis 15, Minn.
Jumping, using both feet Learn to jump high: In place Forward Backward Turning	To teach various ways to jump	Rope jumping Distance jumping Jumping from a platform Jump Jim Crow (jumping game) Jumping to music Exercise: Jumping Jack Jumping over objects Record: Fifteen For Fitness
Skip using both feet	To develop the fundamental rhythm of skipping	Skip to a designated spot Skip to music

NEEDS	OBJECTIVES	LEARNING EXPERIENCES AND MATERIALS
Skip light, rapid movement with feet always close to floor Skip with a free graceful movement high in air with knees nearly straight, or a robust emphatic movement with knees high and bent		Skip in a circle Skip rope Skip relay Games: Skip to My Lou Old King Cole Sing a Song of Sixpence Farmer In The Dell Ring A Jig Jig
To feel free to discuss games that are to be played in the classroom just before going out to the play area	To plan for the presentation of game activities that will motivate children so that they are eager to play	Visit another school where the games of children are observed
To feel free to talk about games they know and like	To stimulate interest	Special events: Festivals, play-days, parties, tournaments The purchase of new equipment Swimming courses

NEEDS	OBJECTIVES	LEARNING EXPERIENCES AND MATERIALS
Breath deep to stimulate circulation and supply the body with needed oxygen	To integrate game experiences within the curriculum	
	Provide an opportunity for dramatic play	Plays: An Adventure in Stuppet Land
Learn to imitate characters		Hansel and Gretel
	To develop an appreciation for rhythmic pantomine	Rhythmic Pantomine such as: seagulls (flying, landing, taking off)
Learn to act out parts	To create a desire to imitate	Frogs (jumping, looking, "noises") Turtle (movement, body actions, head actions) Plays by: Michael Warnes Paul Smiths, N.Y. Creating Plays with Children by: Sandra Sanders Decorations made of: cloth, crepe, poster, and construction paper, magic markers, scissors, needles, thread
Learn to respond to suitable musical compositions	To develop an appreciation for interpretive rhythms	Listening to varying compositions that are: Light and gray Dreamy or Strong and Vigorous

NEEDS	OBJECTIVES	LEARNING EXPERIENCES AND MATERIALS
	To provide positions of emotional release through free rhythmic movement to accompaniment	Materials Record Player Record First listening experiences Children's Songs for A Rainy Day: Classroom Rhythms (Interpretive Rhythms) Educational Record Sales 157 Chambers Street New York, New York 10007
Perform single stunts To strengthen arm muscles	To teach stunts that are fun and healthful	Stunts Do 5 sit-ups Back to back Human ball Jumping through stick Hand walk horizontal ladder Forward roll Cart wheel Chin up at least 5 times Materials Tumbling mats Broom-handle sticks Horizontal bar
Know how to walk to music	To provide opportunities for vigorous and continuous activity	Walk on a straight line to music (Pop Goes the Weasel)

NEEDS	OBJECTIVES	LEARNING EXPERIENCES AND MATERIALS	
Know how to run to music		Run to music (Wabash Rambler)	Materials Album - Fifteen for Fitness
Know how to gallop to music		Gallop to music (El Molino) Pretend to be horses	
Know how to skip to music		Skip to music (Magic in the Moon Light)	
		Jog length of primary black top (skip back)	
		One-leg hop	
		Two leg hop	
		All join in circle and execute "Tortoise and Hare"	

GAMES FOR KINDERGARTEN AND GRADES ONE THROUGH THREE

The following games appeal primarily to individual achievement, and any reference to achieving or winning is directed to the individual rather than to a group or a team. Many games enjoyed by children in these grades or age utilitze a dramatic element through chants, conversations, or make believe characters.

NEEDS	OBJECTIVES	LEARNING EXPERIENCES AND MATERIALS	
To learn the rules of the game	To provide skills that are appropriate to the developmental level of children ages 4-6	Play the game	Source for the following games: Games For The Elementary School Grades by Hazel A. Richardson Burgess Publishing Co. 426 S. Sixth St. Minneapolis 15, Minn.
To learn the word of the game	To teach a new game "Old Mother Witch"	Chanting the words to the game, "Old Mother Witch", thought she was rich, picked up a penny and thought she was rich"	
	To provide opportunities to participate in low organized games		
To learn the object of the game (to keep from getting caught by the witch)		Taking an active part in the game	
		Accepting the position of witch when caught	
Learn rules and directions for the games:			
Two (2) lines are drawn to represent the banks of the brook.	To teach a new game	Learn to take off and land on both feet	
	"Crossing The Bar"		
The children run and jump over the brook. Anyone missing and landing in the brook is sent "home" to put on dry	To develop courage in jumping	To leap from one foot to the other	
	To teach different types of jumps	Leap across after a run	
		Learn to make their jumps bouncy, easy, and light	

NEEDS	OBJECTIVES	LEARNING EXPERIENCES AND MATERIALS	
shoes and dry socks; he goes "home", pretends to take off and put on his shoes and socks and then re-enters the game	To teach the skill of landing with a "give" in the ankles and knees	To try and land without making any noise	Masking tape or chalk for lines if game is to be played indoors
To learn the game rules: "Simple Tag" The players are scattered over the play area. One child is to tag another player. A player whom he tags becomes It; he calls, "I'm It!" and the game continues without a break	To teach a game that permits a short period of vigorous physical activity "Simple Tag"	Playing the game Trying not to get tagged by it	
To learn the game rules: Touch Ball players are in a circle formation. One child, who is It, stands inside of the circle. A ball is passed from player to	"Touch Ball" Teach the children to throw accurately and encourage them to increase distance in throwing across the circle	Playing the game with three or four players inside the circle Avoiding trying to be IT deliberately	

NEEDS	OBJECTIVES	LEARNING EXPERIENCES AND MATERIALS
player around the circle and across the circle. The child who is It must try to tag the ball. When he does, the child who threw the ball or touched it last, becomes It		
To learn the rules of the game: "I Saw" The players are seated in a circle. One child is in the center of the circle. He says, "On my way to school this morning, I saw "_____". He then imitates, in movement of gestures, what it was. The child who guesses correctly goes into the center and the game starts again. If no guesses are correct, the center tells what it was that he saw.	To develop the desire to imitate	To imitate things well Rate praise and the chance to do another imitation Learn to raise hands and be called upon for their guesses eliminating confusion

NEEDS	OBJECTIVES	LEARNING EXPERIENCES AND MATERIALS
Learn to maintain absolute quiet during the game	To teach games dealing with the importance of fair play	Learn that it is more fun if everyone keeps very still The dog must learn to stay alert Learn to turn around only when he is sure that he hears someone coming If he turns when no one has left his seat, the dog must give up his place to another child

"Dog and Bone"
One child is selected to be the dog. He sits on a chair or stool in front of the children who are sitting. The dog closes his eyes. His back is towards the other players. The dog's bone, which is an eraser, book, or any article of similar size, is placed near his chair. A child selected by the teacher attempts to sneak up to the dog and touch his bone without the dog's hearing him. If the dog hears someone coming, he turns around and says, "Bow! Wow!" Then, the player must return to his seat; teacher chooses another player. The child who is successful in touching the bone before the dog hears him, becomes the dog,and game is repeated

NEEDS	OBJECTIVES	LEARNING EXPERIENCES AND MATERIALS
Learn direction for game: "Frog In The Sea" A circle is drawn on the floor or scratched on the playground surface. The child selected to be the frog sits cross-legged in the center of this circle. The other players chant: Frog in the sea can't catch me! They step in and out of his circle, poke him, and dare them. The frog tries to tag someone without leaving his sitting position. Anyone whom he tags changes places with him and the game continues	To teach the player courage	Learn to venture close to the frog The frog must learn to surprise the player in order to tag them. Must not leave his sitting position. If he does not keep his position while tagging a player, the tagging is unfair and the child who was tagged does not change placed with the frog
Learn to hold a child correctly "Fox and Chicken" One player is the fox. The others are the chickens, and they form several groups of from five to six players. Arrange in files. Each child in a file holds his on the hips	To teach children the correct way to hold another child when playing games that involve holding someone around the waist	To hold the child in front of them with their hands with their hands on the body structure at the sides of the hip

NEEDS	OBJECTIVES	LEARNING EXPERIENCES AND MATERIALS	
of the child in front him. The first player in a file is the hen. The fox tries to tag the last chicken in any one of the files. The hen tries to protect her group from the fox with her out-stretched arms while the group moves from side to side in back of her; all players must maintain their holds in the file			
Learn direction for game "Teacher Ball" The children are in groups of six to eight players, with one child in each group as the leader or "teacher". The leader faces the others, who form in a line about eight to ten feet from him. He tosses the ball to each player in turn, starting at the head of the line continuing through the foot of the line. Each child, upon receiving the ball, tosses it back to the leader. Anyone who misses the ball goes to the foot of the line. If the "teacher" misses, he goes to the front, the child at the head becomes the teacher; and the play is continued	To teach accuracy and distance in throws	To be fair in judging whether the ball was missed, because it was poorly thrown or because it was a poor catch	Large, soft balls or bean bags

NEEDS	OBJECTIVES	LEARNING EXPERIENCES AND MATERIALS	
Learn to call the names clearly, so that all may hear, and to call the name as they toss the ball	To provide an opportunity for children to play a game that will help to develop alter responses and accurate catching	Eliminate the bounce and catch the ball before it bounces or hits the floor	Volleyball or any large, soft ball
"Call Ball" The players are in a circle formation with one child in the center. He tosses the ball above his head while calling the name of a child in the circle. That child attempts to catch the ball before it bounces more than one time. If he catches the ball, he may take the place of the child in the center and toss the ball. However, if he fails to catch the ball, the child in the center continues to toss and call until a player is successful in catching the ball			
To understand the rules of the game	Teach the children to listen carefully to the descriptions and to be ready to run if they are described	Learn way to describe a child as the color of clothes, hair, eyes, etc.	
"Have You Seen My Sheep?" The players sit or stand in a circle formation. One player is it; he goes around the outside of the circle, stops behind one of the players and asks, "Have you seen my sheep?" The player in the circle replies, "What does he look like?" The child who is It describes another player in the circle while the second player guesses who it is that is being described. As			

NEEDS	OBJECTIVES	LEARNING EXPERIENCES AND MATERIALS
soon as he guesses correctly, he chases the described player around the circle and returns to his place. If that player is tagged, he becomes "It", and if he is not tagged, the chaser is "It" again		Play other games that require one to listen carefully such as: Good Morning Judge Huntsman
Learn the rules and directions for the game "Huntsman" One player is the hunter. He moves around the room and says, "I'm going hunting and I'm to take you, you and you." (Tapping the players on the head as he speaks). The players who were tagged follow along behind the hunter until he calls, Bang! All the players then run for their seats or place in the circle. The first one seated in his own seat or standing in his original place becomes the new Huntsman	To teach a game that can be intergrated with the subject matter area; the rows can be named something related to the present unit being studied	Allow students to play the game in groups and assign names of animals for each group Try to be the first person back to his seat or place in the circle

GAMES FOR GRADES FOUR THROUGH SIX

Interest of the children in the fourth, fifth, and sixth grades lies in group endeavor and group competition and the development of increasing complex neur-muscular coordinations. Vigorous games are of longer duration, are suited to competition play for squads or teams, are built upon fairly complex rules, and demand excellent skills. These games of higher organiztion becomes increasingly popular during the years of the intermediate grades. Throughout these three years, the children develop a higher degree of accuracy, speed, and distance in throwing, striking and kicking; speed and accuracy in catching; and speed in running, dodging and starting to learn the rules for playing.

NEEDS	OBJECTIVES	LEARNING EXPERIENCES AND MATERIALS
To learn the rules required to play: "End Ball" The players form two (2) teams, one third of the players on each team are end men and the others are guards. The object of the game is for a guard to throw the ball over the heads of the opposing guards to one of his own men while the end man has both feet in his own area. A point is earned for each successful pass. The game is started with a toss-up between two opponents who have come to the center line and each player attempts to bat the ball to his own guard	To teach quick passing, accurate catching, distance throwing, and guarding and intercepting throws	Play the game and use some of the basketball rules and penalties
To learn the rules required to play: "Boundary Ball" The play space, about the size of a basketball court, is divided into three equal areas. The players are in two teams placed with one team in each area. The object of the game is to throw, roll or bounce a ball over the boundary line. A player from each team stands on his own	To teach how to throw a ball hard and fast, and how speed gives distance in a throw	Learn to throw, roll, and bounce a ball over the opponents boundary line

NEEDS	OBJECTIVES	LEARNING EXPERIENCES AND MATERIALS

rear boundary with a ball. On a signal to start the play, the two balls are thrown into play by these two players. Thereafter, the balls are thrown from the place where they are intercepted within the end areas. No ball can be played from outside the boundary line of the end area. The team which first gets the ball over opponents rear boundary line wins the game

VIRGINIA BEACH IN-SERVICE PROGRAM

MIGRANT EDUCATION

SUMMER PROGRAM

In keeping with the preface, philosophy, and introduction to the curriculum guide, the in-service program for teachers and other personnel for the Migrant Program has been developed and enforced to support the beliefs and purposes.

The workshops, lectures and activities serve to train and retrain teachers and teacher-aides in understanding the problems, desires, abilities, and uniqueness of the children with whom they will work.

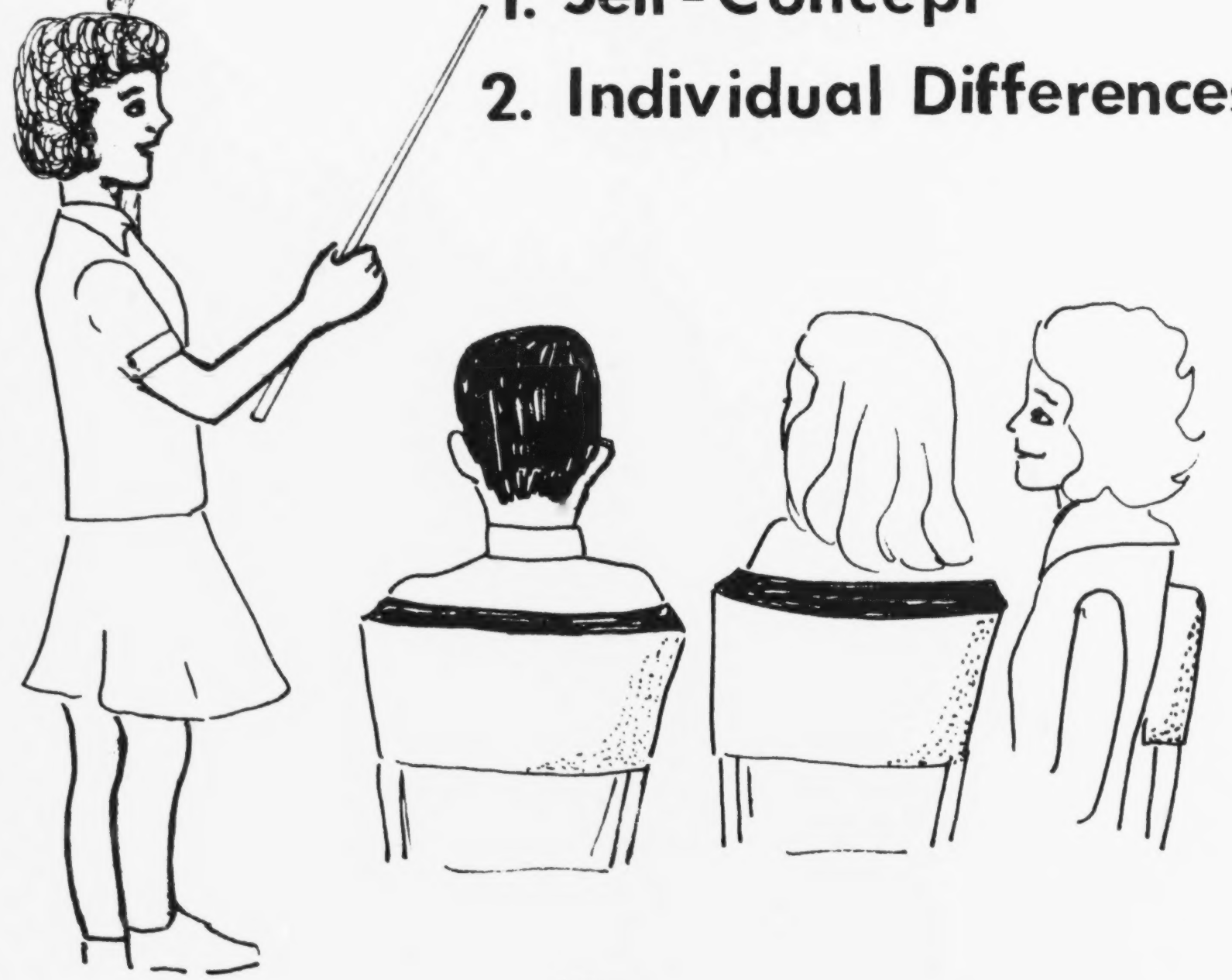
It is believed that experiences, education, innovations, and admixture of love will equal success in working with children of migratory workers.

In this section will be found descriptions of in-service workshops, programs and a complete listing of the consultants who contributed so much to this very worthwhile program.

MIGRANT PROGRAM

1. Self-Concept
2. Individual Differences

INSERVICE



Virginia Beach, Virginia

In-Service Program
under the auspices and
direction of
Virginia Department of Education
in cooperation with
Accomack County and Virginia
State College

April, 1969

Purposes of In-Service Training Workshops and Interstate Educational Tours

.To develop and conduct staff development programs for personnel in the Virginia Child Mirgrant Program

.To cooperate with other states educational agencies in improving educational programs and in developing record transfer system for migrant children

.To coordinate the activities of cooperating agencies serving migrant children in The State of Virginia

.To provide for developmental and remediation programs, for health and other ancillary services, and for a variety of cultural enrichment activities

.To develop awareness of the psychological and sociological factors affecting cognitive processes

.To provide closer home-school relationships

.To utilize special professional personnel and para-professional aids to the fullest depending on the "priority of needs" of the program

.To assist with the constant evaluation for assurance that the instructional program follows the philosphy of sequential, continuous progress and individualization of instruction which results in desirable student behavior

.To assist new personnel in becoming familiar with curriculum procedures unique to the migrant program

.To aid teachers to recognize and use appropriate terminology in stating specific behavioral objectives which help measure student learning

.To aid teachers in selecting appropriate instructional aides and materials

.To provide professional workshops, study groups, conferences, readings, research, etc.

.To assist with coordinator of the
teacher-aide program, such as:

- orientation of teacher-aides
- scheduling so as to use full
  his potential
- discuss problems with teacher-aides

.To provide information about the school's
professional library so it can be used
to its fullest extent

Staff and Program Development - April, 1969

Since the traditional techniques, methods, and materials have not proven effective in teaching migrant children, in-service program development emphasizes using experience, plus innovative approaches and a closer relationship between the curricula and the experiences of the migrant child outside of school.

In an effort to compensate for the fundamental processes, the following in-service experiences were had by teachers in the migrant program for Virginia Beach in cooperation with Accomack, Northampton, Albermarle, and Roanoke Counties.

1. Course: Educational Workshop 1969
Workshop for teachers of the
Children of Migrant Workers
3 Semester Hours Credit
Division of Field Services
Virginia State College, Petersburg, Virginia
Dr. Samuel A. Madden, Instructor

Description of Course:

.An exploration, observation, and study of the ways of providing educational experiences for children of migrant workers

.The course included teacher orientation; visits to several labor camps in Florida in which migrant workers live; visits to schools attended by migrant children

.Study sessions at the Migrant Education Center at Florida University at Boca Raton, Florida

.Guided observations were made of the home and family life of the migrant workers and of the methods and material used in schools for the children of the migrants

.Critiques of the educational experiences observed were reported

Theme: Developing Methods and Techniques
for Teaching Children Who Are
Culturally Different

.Summer - 1969 (Course - continued)
Migrant Education Program
P. L. 89-10, Title I
This section of the course
provided in-service sessions
throughout the summer to
assist teachers in gaining
increased understanding and insight
into programs for migrant children

.Selected consultants were provided
and students' skills in language arts,
developmental reading, social studies,
science, mathematics, cultural enrichment
activities, creative activities in music and
arts were stressed and developed

Period - June 16 - August 12, 1969

EDUCATIONAL TOUR

October 13, 14, 15, 1969
McAllen Texas and vicinity
Seventh Annual Child Migrant Workshop
McAllen Civic Center

Purposes:

1. Exploration, observation, and study of the ways of providing educational experiences for children of migrant workers who are bilingual and Mexican-American

2. Visits to several schools, labor camps, native country of Mexico

3. Participate in Seventh Annual Child Migrant Workshop

Regional Conference on Migrant Education
Americano Hotel
Virginia Beach, Virginia
March 4-7, 1970

Federal Programs Office
State Department of Education
in cooperation with Accomack County
and Virginia Beach Public Schools

Purpose: To study and improve Record Transfer System
and Committees for Regional Conference

Summer 1970
Migrant Education Program
Public Law 89-10, Title I

In-service Training Workshop
for Administration, Teachers
Counselors and Teacher-aides

June 15 - August 8, 1970

Virginia Department of Education
in cooperation with

Accomack County and Virginia Beach
Public Schools

Purpose: To assess needs, determine objectives and priorities for children who are culturally different

Virginia Beach In-Service Week
Court House Elementary School
Virginia Beach, Virginia

June 29-July 4, 1970

Purposes:

1. Disseminate information materials gleaned from various sources - tours workshops, etc.

2. Make applicable to situation at Virginia Beach

3. Prepare rooms and obtain materials in preparation for school opening

VIRGINIA BEACH, VIRGINIA

MIGRANT PROGRAM

EVALUATION OF PROGRAM

The education of the migrant child has presented a great personal challenge for the educators of the Virginia Public School System, Virginia Beach, Virginia. It was discovered that in the agricultural areas of Virginia Beach - Pungo, Creeds, Back Bay, and Blackwater Loop - that there were many families from out of state and from other areas within the state working on farms during the summer months. While the adults were engaged in agricultural work, there were many small children left to provide for themselves without supervision and, in many cases, without a basic meal until the adults returned from the fields. Even then, due to inadequate facilities, their health, nutritional, physical, emotional and educational needs could not be met.

In the Fall of 1969, the Virginia Beach Public School System became involved in planning a summer program to help meet some of these needs:

Socially and Emotionally: The summer program has changed the outlook for many of the migrant children. After the shopping tour for clothing, it was recognized that some of the children gained much needed self-confidence, talked freely, and showed positive behavior patterns.

In addition to the above experiences, there was evidence of improved table manners in the cafeteria

of the migrant school after (pre-planning and follow up) the children enjoyed lunching in a restaurant.

Activities such as role-playing queen for a day, individual photos, faces that portray feelings, feedback from tape recordings, individually-candidly produced, art activities, to name a few, have given momentum to self-image, self-concept, and self-confidence. This changed image has generated on the part of the migrant child a keen respect for themselves; thus, more respect for peers and authority has been observed on the part of the evaluator.

Intellectual Needs: The planned curriculum is flexible, utilizing the creativity of staff and resource people and providing for individual differences, based on the principle of taking the child where he is and moving him forward.

Academic Instruction: Social studies, mathematics, science, health and physical education are the basic areas that are covered by the classroom teacher during the academic part of the day. The following areas deviate somewhat from the above:

Health and Nutrition: Each child was examined by a medical doctor and a dentist. A nurse was on full-time duty. The nurse served as liaison between doctor, dentist, and other para-professionals.

In cooperation with the cafeteria manager and the teachers, nutrition needs were supplied by giving three meals daily.

Physical Needs: Physical education was centered around a basic developmental program beginning with motor skills with emphasis placed on sharing, fair play, and respect for others. Physical education played

a vital role in allowing children to realize success. They gained self-assurance, and a better image. They also realized that sports would be another means of getting in the main stream of society.

The Migrant Program in Virginia Beach is not as comprehensive as we wish. Having its beginning in 1969, it is in its infancy stage. Our intent is to broaden the areas and offerings through in-service training, teacher observations, and instructional materials. We are inclined to feel that this limited curriculum is a basic step toward that goal.